DOCUMENT RESUME

ED 108 111 CS 001 820

TITLE	Writing a Plan of Action for Achieving the Criteria of Excellence (A Laboratory Exercise).
INSTITUTION	New England Consortium for the Right to Read, Kingston, R.I.
PUB DATE	Apr 75
NOTE	37p.
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	Community Coordinators; Community Organizations; Community Service Programs; *Leadership Training; *Program Guides; *Program Planning; Project Training Methods; *Reading Programs
IDENTIFIERS	New England; *Right to Read

ABSTRACT

The Right to Read process at the level of the local education agency (LEA) goes through the following four phases: needs assessment, program planning, program implementation, and evaluation. This module is a culminating activity of the program planning phase. The second phase begins with a review of the Needs Assessment Report and ends with a written LEA Plan of Action. The module provides a laboratory experience requiring LEA directors to role play the work of a director and task force, moving from the identification of a priority need to a plan for meeting that need. The steps associated with phase two are as follows: (1) determine the areas of greatest need, (2) establish a priority of needs, (3) project a long-range plan, (4) analyze top priority needs, (5) rate for clarity and importance of forces, (6) brainstorm for action alternatives, (7) complete a Plan of Action Objectives Summary Chart, (8) complete a Plan of Action Detailed Planning Guide, (9) develop a time line, and (10) write the LEA Plan of Action. In this simulation, the LEA directors will follow one priority need through the ten planning steps. (TO)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED108111

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE NEW ENGLAND CONSORTIUM
FOR THE RIGHT TO READ

Writing a PLAN OF ACTION For Achieving the CRITERIA OF EXCELLENCE

(A Laboratory Exercise)

CS 001 820

CONSORTIUM LEADERSHIP

Commissioners of Education

Hon. Mark Shedd, Connecticut
Hon. H. Sawin Millett, Maine
Hon. Gregory R. Anrig, Massachusetts
Hon. Newell J. Paire, New Hampshire
Hon. Thomas C. Schmidt, Rhode Island, Project Applicant

State Right to Read Directors

Mr. Martin C. Gotowala, Connecticut
Mrs. Laurel Cyr, Maine
Dr. Joseph J. Tremont, Massachusetts
Miss Rosemary Duggan, New Hampshire
Mr. J. Robert Moynihan, Rhode Island

Commissioners' Committee

Dr. Olive S. Niles, Connecticut
Mrs. Mollie Reynolds, Maine
Dr. Natalie Norton, Massachusetts
Mrs. Joanne Baker, New Hampshire
Dr. Marion L. McGuire, Rhode Island

Contract Arrangements

The Curriculum Research and Development Center, Department of Education, University of Rhode Island holds the contract for this project. Fiscal management is under the direction of Dr. Theodore M. Kellogg. Dr. Marion L. McGuire is the co-ordinator of operations.

DEVELOPING AN LEA PLAN OF ACTION FOR ACHIEVING THE CRITERIA OF EXCELLENCE

Staff Development Module
for Phase II: Program Planning

April 1975

DEVELOPING AN LEA PLAN OF ACTION FOR ACHIEVING THE CRITERIA OF EXCELLENCE

New England Consortium Staff Development Module

Purpose

The purpose of this module is to provide a laboratory experience to help LEA directors internalize the process of building a Plan of Action based on Needs Assessment. At the point in time when this module is used, many of the individual strategies incorporated into this activity have already been introduced, such as: reaching consensus on the priority ranking of a list of items, writing objectives, brainstorming, etc. This module puts the pieces together in a simulation of what the Task Force does in building a plan.

Overview

Right to Read process, as viewed by the Consortium, goes through four phases: needs assessment, program planning, program implementation and evaluation.

Phase I. During Phase I the Lea Director and Task Force build a needs assessment instrument tailored to local values and needs by writing one or more specific objectives beneath each of the Criteria of Excellence. Based on the responses to the specific objectives it is determined whether or not each criterion has been met to a better than average level. See Appendix A for a Sample Needs Assessment Instrument.

The rationale for beginning with an assessment of the Criteria of Excellence is as follows: If it is hypothesized that the Criteria of Excellence are the hallmarks by which a failure-proof reading program will be known, then improving the program so that the criteria are met will assure that failure is eliminated and all children will learn to read. Hence, the 1980 national goal will be met. This assumption is implicit in the Consortium's use of the Criteria. Ultimately, evaluation should determine if schools meeting the Criteria do produce better readers.

The chief activities associated with Phase I are the establishment of an in-house Task Force and an Advisory Council, the development of specific objectives for the Needs Assessment Instrument, the conduct of the Needs Assessment, the processing of data and the completion of the Needs Assessment Report. When these activities are completed, the LEA moves into Phase II.

Phase II. Phase II begins with a review of the Needs Assessment Report and ends with a written LEA Plan of Action. This module provides a situation whereby LEA Directors role play the work of a Director and Task Force moving from the identification of a priority need to a plan for meeting that need.

The steps associated with Phase II are: 1) determine the areas of greatest need, 2) prioritize needs, 3) project a long range plan, 4) analyze top priority needs, 5) rate clarity and importance of forces, 6) brainstorm for action alternatives, 7) complete Plan of Action Objectives Summary Chart, 8) complete Plan of Action Detailed Planning Guide, 9) develop a Time Line, and 10) write the LEA Plan of Action.

Phase III. The chief activities conducted during Phase III include staff development to support program changes, amassing public support, and public relations.

Phase IV. The effort is continued and evaluated during Phase IV.

In the first two years of funding, the Consortium has found that it is neither reasonable nor desirable to ask or expect local communities to move through these four phases within a specified time frame. While all communities go through a similar process, all decisions are made locally and time must be a variable. Each community must find its own individual way to meet the Criteria of Excellence. They each have different resources to bring to the task and different problems to overcome. So, while we think in terms of it being possible for some communities to complete the four phases within a year, that is not a requirement -- and many communities take longer.

Directions

LEA directors will meet in groups and role play a local Task Force analyzing the results of the Needs Assessment and following one priority need through ten planning steps to provide a component of the LEA Plan of Action.

Follow the 10 steps outlined on the following pages.

Step 1: Determine the Areas of Greatest Need

Study the Needs Assessment Report in Appendix B. This report summarizes the responses for a fictitious school system. Average responses of "1" and "2" show below-average growth toward meeting the Criteria of Excellence; whereas, average responses of "3" and "4" show above-average growth in those areas.

In determining the greatest needs, then, list all the criteria that earned a "1" or "2" average response. (The sixteen below-average criteria are listed on the Priority Ranking Sheet on the next page.)

Step 2: Prioritize Needs

Since a program that attempts to do too much (confusing everyone) is as ill-conceived as one that does nothing, needs must be rank ordered so that a few high priority needs may be dealt with at a time.

If it seems helpful to have some guidelines, the Task Force may determine what factors will be considered in ranking needs; for example: a) frequency, b) severity, c) percent of the population affected, d) relationship to local/state needs, etc. Whatever guidelines the Task Force considers important may be used.

Rank the fourteen criteria listed on the Priority Ranking Sheet from 1 to 14, number "1" being the highest priority and number "14" the lowest.

The group leader will attempt to achieve consensus on the ranking through finding areas of agreement first and then discussing differences with emphasis on bringing the group together on a single priority ranking. It is best to leave areas of major difference to resolve last, using the vote of the majority only when consensus cannot be reached. Getting the Task Force solidly behind the Plan of Action is important at every step and particularly at this point when mapping out the future begins.

Priority Ranking Sheet
(Step 2)

	Need	Priority
A-1	The whole school atmosphere reflects commitment to the importance and enjoyment of reading	_____
A-2	The entire community views reading as an important activity in each individual's life	_____
A-3	The entire community actively contributes to and supports the school reading program	_____
B-1	There is articulation and coordination of the reading program throughout all the administrative units of the school system	_____
B-2	A continuous progress organization of the reading program is in operation	_____
B-3	The organizational patterns within classrooms and in the school as a whole meet the needs of all segments of the school population	_____
B-4	The language arts program in integrated, each component supporting all other components	_____
B-6	All content area teachers are teaching these skills necessary to the effective reading of their own instructional materials	_____
B-8	The reporting system is designed to interpret a child's reading progress to his parents	_____
B-10	The school system provides reading instruction for adults	_____
C-5	The school system has a cadre of trained volunteer reading helpers	_____
D-2	All textbooks and other materials are appropriate to the instructional level of the students using them	_____
D-3	Materials in both classrooms and media centers accommodate the varying learning styles of the pupil population	_____
D-4	Materials in both classrooms and media centers are selected to accommodate the wide range of reading interests of the pupil population	_____

Step 3: Project a Long Range Plan

Discuss a possible long range plan for moving systematically toward meeting the 14 Criteria in which needs exist. Give thought to the segments of the professional staff that will be affected at any given time so that plans can involve teachers at many levels in some way, as needed, yet not overburden one group of teachers. The plan for improvement must be both possible and feasible considering all resources and constraints.

Develop a projected long range plan by indicating the Criteria to be addressed each year for the next three to five years. Write these in topical form, if desired, on the Projected Long Range Plan sheet.

Sample Projected Long Range Plan

	1.	B-2:	Reading program has continuous progress organization
1975	2.	A-1:	School atmosphere reflects commitment
/	3.	B-6:	Content area teachers teach necessary skills
1976	4.	C-5:	School system has cadre of trained volunteers
	5.		

	1.	D-2:	Textbooks are approp. for instructional level
1976	2.	A-2:	Community views reading as important
/	3.	B-8:	Reporting system interprets reading progress
1977	4.	B-10:	School system provides reading instruction for adults
	5.		

	1.	A-3:	Community contributes/supports reading program
1977	2.	B-1:	Reading program is articulated and coordinated
/	3.	B-3:	Org. patterns meet needs of school population
1978	4.		
	5.		

	1.	B-4:	Language arts program is coordinated
1978	2.	D-3:	Materials accommodate many learning styles
/	3.	D-4:	Materials accommodate range of interests
1979	4.		
	5.		

Right to Read

Projected Long Range Plan
(Step 3)

1975 / 1976	1 2 3 4 5
1976 / 1977	1 2 3 4 5
1977 / 1978	1 2 3 4 5
1978 / 1979	1 2 3 4 5
1979 / 1980	1 2 3 4 5

Step 4: Analyze Top Priority Needs

In this step, each area of need, selected because of its below-average rating on the needs assessment, is analyzed to determine what the problem is, who caused it, who is affected, and the forces for and against its resolution. The goal in each case is to achieve the Criterion of Excellence where the priority need exists by meeting the objectives listed under that criterion on the needs assessment instrument.

State the criterion and the problem. Then, identify as many forces as possible for and against meeting the need and try to pair them as opposing forces. (See sample below.)

Sample Analysis of Need (Step 4)

Criterion: B-2: A continuous progress organization of the reading program is in operation.

Statement of the Problem

What it is: The school lacks a system for determining the level of skills mastery for each child.

Who caused it: School personnel have not sought to make this change.

Who is affected: Teachers need the information to individualize instruction. Parents and pupils need the information to determine progress.

Analyze Forces

Positive forces or resources		Negative forces or blocks
Teachers have identified this as a need	→ ←	Teachers don't understand the concept of continuous progress
Administration has agreed to support R2R	→ ←	Administration has always taken the "make no waves" route.
Have good supply of reading books and materials	→ ←	Need CR Tests, record keeping system, etc.

Analysis of Need
(Step 4)

Criterion:

Statement of the Problem

What it is:

Who caused it:

Who is affected:

Analyze Forces

Positive forces or resources	Negative forces or blocks

Step 5: Rate Clarity and Importance of Forces

The purpose of this step is to clearly understand the resources available and the block to achieving each criterion of excellence. Therefore, the next task is to determine how clear each force is as it is stated and to rank it in terms of its importance in reaching the criterion/overcoming the problem.

At the conclusion of this step the Task Force should understand what conditions must be dealt with to move on.

Below is a sample rating of the clarity of forces used in the preceding example with a rank order of importance assigned to each force.

Sample Rating Form

Clarity and Importance of Forces

Rank Order of Importance	Forces	Clarity		
		Clear	Partly Clear	Unclear
3	Teachers have ident. this as a need	X		
1	Teachers don't understand continuous progress		X	
2	Admin. has agreed to support R2R	X		
4	Admin. has always taken the "make no waves" route			X

Complete the form on the next page by a) filling in the forces for and against meeting the priority need, b) rating them on clarity, and finally c) ranking them on importance.

Clarity and Importance of Forces
Rating Form

(Step 5)

Rank Order of Importance	Forces	Clarity		
		Clear	Partly Clear	Unclear

Step 6: Brainstorm for Action Alternatives

The purpose of this step is to encourage a free flow of ideas for weakening the negative forces and strengthening the positive forces affecting the achievement of the criterion in question. Specifically the ideas should relate to the objectives written beneath the criterion in the needs assessment instrument as they describe the way the criterion is to be demonstrated in that school system. Ideas are neither discussed nor challenged; they are simply recorded as quickly as possible. The use of newsprint for recording ideas is recommended.

Step 7: Complete Plan of Action Objectives Summary Chart

When the Task Force has recorded all the alternatives for action they can think of, the list should be studied and the most feasible ideas selected.

In the first column, an objective is stated. This objective will probably be the same as it is stated on the needs assessment instrument. Then from the "brainstorming" ideas, the most promising alternatives for meeting that objective are selected and listed in column 2. Target dates for beginning and ending each activity are then determined and any comments recorded. The Objectives Summary Chart shows an overview of the plan with projected starting and completion dates. See sample below.

LEA Plan of Action

Sample Objectives Summary Chart

Date _____ Time Factor 1/15/75 - 6/15/75

Criterion: B-2: A continuous progress organization of reading program is in operation.

No.	Objectives	Supporting Activities	Target Dates Begin	End	Comments
B.2.a.	Teachers use a clear definition of the concept of mastery learning as a basis for a cont. progress program.	1. Speaker on concept of mastery learning 2. Circulate copies of Mastery Learning: Theory and Practice. Discuss at faculty meeting	1/15/75	1/30/75 2/30/75	
B.2.b.	Teachers move students on to the next skill in the sequence only after mastery of all prerequisite skills	1. Develop K-12 skills seq. (Task Force) 2. Circulate copies for reaction 3. Modify and adopt	3/15/75	---	

Step 7

LEA Plan of Action

Objectives Summary Chart School System _____

Date _____ Time Factor _____, '75 to _____, '76

No.	Objectives	Supporting Activities	Target Dates Begin	Target Dates End	Comments
1					
2					

Step 8: Plan of Action Detailed Planning Guide

In order to make the plan operable, more detail is needed. The Task Force must decide who will be responsible for the carrying out of each activity, what resources are needed, how the activity will be documented and evaluated and the particular constraints that must be overcome. This information should be set forth on a planning guide form to make the details of the plan specific enough to be carried out without confusion and to provide a basis for monitoring the progress of the plan.

Working from the Objectives Summary Chart, list the supporting activities for one objective in the first column of the Planning Guide. Fill in the information requested in the remaining columns for one activity, then rule a line across the chart and do the same for each remaining activity.

The activities will undoubtedly include staff development in many instances as the awareness and support of everyone involved is highly related to success in launching new programs. The segments of the staff to be involved should be represented on the committee planning the staff development program. Arrangements for planning staff development sessions should appear on the Detailed Planning Guide.

All Right to Read staff development should result from the Needs Assessment and the Plan of Action developed by the in-house Task Force according to the above procedure. The reason for this is that it has been shown repeatedly that the only way to overcome needs and achieve goals is to systematically plan procedures for achieving the desired goals and adhere to the plans unless it becomes evident along the way that planning was inadequate, at which point a new plan should be generated. A "gunshot" approach to a problem dissipates the energies of a school community without assuring success. Planning must be both comprehensive and specific, and it must be addressed to a few well-documented needs.

Step 8

LEA Plan of Action

Detailed Planning Guide School System_____

Date_____ Time Factor _____, '75 to _____, '76

Activity	Person Responsible	Resources Needed	End Date	Documentation/ Evaluation	Constraints

Step 9: Develop a Time Line

Putting activities on a Gantt chart helps in organizing a calendar of activities. It also helps in reviewing the activities to be accomplished weekly, monthly, etc.

Such a chart may be set up as follows:

Step 9

LEA Plan of Action

Time Line School System_____

Date_____ Time Factor _____, '75 to _____, '76

Objectives and Activities	'75 M	'75 A	'75 M	'75 J	'75 J	'75 A	'75 S	'75 O	'75 N	'75 D	'76 J	'76 F

Step 10: Writing the LEA Plan of Action

The outline that follows is a suggested one for writing the LEA Comprehensive Plan of Action.

LEA Plan of Action

A. Background
   1. Rationale for joining R2R effort
   2. How reading became a top priority

B. R2R Personnel
   1. Director: name, how appointed, role and responsibility
   2. Task Force: names, how appointed, role and function
   3. Advisory Council: names, how appointed, role and function

C. Needs Assessment
   1. Building instrument
   2. Conduct of assessment
   3. Processing data
   4. Findings

D. Program Planning
   1. Determine areas of greatest need
   2. Prioritize needs
   3. Project a long range plan
   4. Analyze top priority need
   5. Rate clarity and importance of forces
   6. Brainstorm for action alternatives
   7. Complete Objectives Summary Chart
   8. Complete Detailed Planning Guide
   9. Develop a time line
   10. Write the Plan of Action in narrative form including charts developed through procedures described above

E. Program Implementation
   1. Initiate activities
   2. Monitor activities

F. Evaluation

APPENDICES

NEW ENGLAND CONSORTIUM FOR THE RIGHT TO READ

CRITERIA OF EXCELLENCE

SAMPLE NEEDS ASSESSMENT INSTRUMENT

Directions: This instrument was devised to determine how well this school system is currently meeting the Criteria of Excellence in the opinion of such groups as administrators, professional staff and community representatives. Read each criterion and the Local Education Agency objectives developed to demonstrate the achievement of this criterion in this system. After each objective, circle a number, one to four, to indicate low agreement (1) to high agreement (4) that the objective is currently being met. (Number one carries the connotation of strongly disagree or 0 to 25 percent of the indicated population do this, while number four means that you strongly agree or 75 to 100 percent of the population meet this objective.)

At the end of each section, an average will be computed to indicate how well the school/community meets the criterion stated above.

A. COMMUNITY AND SCHOOL CLIMATE

Criterion A.1. The whole school atmosphere reflects commitment to the importance and enjoyment of reading.

LEA objectives supporting this criterion:

A.1.a. Reading instruction is scheduled during prime time.

(Strongly disagree) 1 2 3 4 (Strongly agree)

A.1.b. The school budget allocates sufficient money to the reading program to meet the individual needs of students.

1 2 3 4

A.1.c. Many activities and materials are provided and/or prepared to stimulate achievement and interest in reading.

1 2 3 4

Avg. A.1 = total of A.1 responses _____ ÷ 3 = _____

Criterion A.2. The entire community views reading as an important activity in each individual's life.

LEA objectives supporting this criterion:

A.2.a. The local news media feature school/community reading programs or activities at least once a month.

1 2 3 4

A.2.b. Newspapers and magazines are found in the majority of homes.

1 2 3 4

A.2.c. Circulation at the public library is considered representative of a reading public.

1 2 3 4

A.2.d. Teachers find that most students are familiar with the literary genre appropriate to their age level--fairy tale, folk tale, short story, etc.

1 2 3 4

Avg. A.2 = total of A.2 responses _____ ÷ 4 = _____

Criterion A.3. The entire community actively contributes to and supports the school reading program.

LEA objectives supporting this criterion:

A.3.a. Community groups provide human and financial resources for such programs as Reading Is Fundamental and Junior Great Books.

1 2 3 4

A.3.b. Local organizations provide schools with a list of resource persons who are willing to contribute their time as speakers or tutors.

1 2 3 4

A.3.c. Adult volunteers are available in sufficient number to meet the needs of the school reading program.

1 2 3 4

A.3.d. Young children are read aloud to at least one hour a week by parents, siblings or library volunteers.

1 2 3 4

Avg. A.3 = total of A.3 responses _____ ÷ 4 = _____

Criterion A.4. The classroom climate reflects respect for and support, by both teacher and pupils, of each individual child's progress in reading.

LEA objectives supporting this criterion:

A.4.a. Teachers use student attitude and interest inventories to provide information for program planning.

1 2 3 4

A.4.b. Teachers believe that every student can learn to read at his own pace and that success is related to the mastery learning of a sequence of skills.

1 2 3 4

A.4.c. Progress is reported in positive terms to respect each student's sense of self-worth.

1 2 3 4

A.4.d. Teachers use a variety of flexible grouping procedures to provide for specific skill needs, interests, attitudes and values.

1 2 3 4

Avg. A.4 = total of A.4 responses _____ ÷ 4 = _____

B. ORGANIZING AND MANAGING A READING PROGRAM

Criterion B.1. There is articulation and coordination of the reading program throughout all the administrative units of the school system.

LEA objectives supporting this criterion:

B.1.a. A stated philosophy of reading instruction has been developed and communicated to all members of the professional staff.

1 2 3 4

B.1.b. The scope of the reading program, preschool through grade 12, is clearly defined in terms consistent with the philosophy and outlined in a detailed sequence of skills.

1 2 3 4

B.1.c. All reading instruction within the school district is based on the same sequence of skills.

1 2 3 4

B.1.d. A uniform testing and record keeping system for reading is used throughout the district.

1 2 3 4

Avg. B.1 = total of B.1 responses _____ ÷ 4 = _____

Criterion B.2. A continuous progress organization of the reading program is in operation.

LEA objectives supporting this criterion:

B.2.a. Teachers use a clear definition of the concept of mastery learning as a basis for a continuous progress program.

1 2 3 4

B.2.b. Teachers move students to the next skill in the sequence only after mastery of all prerequisite skills.

1 2 3 4

B.2.c. Teachers use criterion-referenced tests to check student mastery of skills and to assure proper placement in the sequence of skills.

1 2 3 4

B.2.d. Teachers maintain on-going records that indicate the skills mastery level of all students.

1 2 3 4

Avg. B.2 = total of B.2 responses _____ ÷ 4 = _____

Criterion B.3. The organizational patterns within classrooms and in the school as a whole meet the needs of all segments of the school population.

LEA objectives supporting this criterion:

B.3.a. The organizational patterns allow for both large and small groupings and both open and structured situations according to student needs.

1 2 3 4

B.3.b. Building administrators encourage and assist teachers in identifying and implementing the most effective organizational patterns for their school.

Avg. B.3 = total of B.3 responses _____ ÷ 2 = _____

Criterion B.4. The language arts program is integrated, each component supporting all other components.

LEA objectives supporting this criterion:

B.4.a. A statement emphasizing the ultimate goal of communication and the importance of integrating the language arts has been developed and made known to all members of the professional staff.

1 2 3 4

B.4.b. Teachers have developed instructional activities for each level that integrate the teaching of listening, speaking, reading and writing.

1 2 3 4

Avg. B.4 = total of B.4 responses _____ ÷ 2 = _____

Criterion B.5. The reading program recognizes and accommodates the needs of sub-populations.

LEA objectives supporting this criterion:

B.5.a. The school system has procedures for identifying the reading needs of all sub-populations; i.e. the physically, perceptually and mentally handicapped, the lingually and culturally different, the gifted, etc.

1 2 3 4

B.5.b. The school system provides for the special reading needs of the physically, perceptually and mentally handicapped, the lingually and culturally different, the gifted, etc.

1 2 3 4

B.5.c. The reading instructional needs of all sub-populations are met in the normal classroom setting.

1 2 3 4

Avg. B.5 = total of B.5 responses _____ ÷ 3 = _____

Criterion B.6. All content area teachers are teaching those skills necessary to the effective reading of their own instructional materials.

LEA objectives supporting this criterion:

B.6.a. Content area teachers and reading teachers have cooperatively listed the skills most essential to the effective reading of the materials in their subject area.

1 2 3 4

B.6.b. Criterion-referenced tests, based upon typical content materials, are available for measuring pupil competence in the skills identified as most essential in each content area.

1 2 3 4

B.6.c. Content area teachers have identified, listed and assumed responsibility for teaching the specialized technical vocabulary of their own subjects.

1 2 3 4

B.6.d. Content area teachers insure that every assignment they give clearly indicates what students are to do, why they are to do it, and which reading and study skills must be used to complete the assignment.

1 2 3 4

Avg. B.6 = total of B.6 responses _____ ÷ 4 = _____

Criterion B.7. The evaluation component of the reading program provides the data necessary for describing the current status of achievement in reading and measuring progress.

LEA objectives supporting this criterion:

B.7.a. Norm-referenced tests are used to show group progress in reading over a period of not less than six months.

1 2 3 4

B.7.b. Criterion-referenced tests are used to identify areas of strength and weakness and to assess progress in specific skills.

1 2 3 4

B.7.c. Anecdotal records and informal instruments are used to supplement and personalize the records to assist teachers in individualizing the program.

1 2 3 4

Avg. B.7 = total of B.7 responses _____ ÷ 3 = _____

Criterion B.8. The reporting system is designed to interpret a child's reading progress to his parents.

LEA objectives supporting this criterion:

B.8.a. The reporting system tells the parent where the student is in the sequence of skills, how much progress he has made, and what his attitudes are toward reading.

1 2 3 4

B.8.b. The reporting system protects student records from the public domain.

1 2 3 4

Avg. B.8 = total of B.8 responses _____ ÷ 2 = _____

Criterion B.9. The school system has a program of education for parents (or other adults responsible for children) with special emphasis on parents of preschoolers.

LEA objectives supporting this criterion:

B.9.a. Parents or other adults responsible for preschoolers are taught how to make the home a stimulating learning environment.

1 2 3 4

B.9.b. Parents of school age children attend informational programs on the school reading program.

1 2 3 4

B.9.c. Parents or other adults attend workshops to make games and activities for pupils to use at school and at home.

1 2 3 4

Avg. B.9 = total of B.9 responses _____ ÷ 3 = _____

Criterion B.10. The school system provides reading instruction for adults.

LEA objectives supporting this criterion:

B.10.a. The school system has a set of objectives and an organizational plan for teaching adult illiterates to read.

1 2 3 4

B.10.b. The school system has an effective method to encourage enrollment in adult reading education.

1 2 3 4

B.10.c. The school system has trained personnel (professional or volunteer) to teach adult illiterates to read.

1 2 3 4

Avg. B.10 = total of B.10 responses _____ ÷ 3 = _____

C. STAFFING A READING PROGRAM

Criterion C.1. The board of education has designated someone within the school system who has the central office support, responsibility, and time for the development and maintenance of a quality reading program.

LEA objectives supporting this criterion:

C.1.a. There is a qualified director with secretarial help responsible for the full-time coordination of the entire reading program.

1 2 3 4

C.1.b. Each elementary and secondary school has a minimum of one reading resource teacher and one aide assigned for every 500 students.

Avg. C.1 = total C.1 responses _____ ÷ 2 = _____

Criterion C.2. The board of education actively seeks candidates with preparation in the teaching of reading when filling new positions.

LEA objectives supporting this criterion:

C.2.a. Announcements of staff openings at both elementary and secondary levels state the requirement of at least one and preferably three courses in the teaching of reading as a condition of employment.

1 2 3 4

C.2.b. The school board gives preference to candidates who have taken courses and/or had experience in the teaching of reading.

1 2 3 4

Avg. C.2 = total of C.2 responses _____ ÷ 2 = _____

Criterion C. 3. The local board of education has established an incentive program for teacher inservice education in reading.

LEA objectives supporting this criterion:

C.3.a. There is an incentive program for teacher inservice education in reading at elementary and secondary levels as demonstrated by such policies as: released time and/or inservice credit and/or reimbursement for courses and/or professional days and/or supportive services and/or an increase in their classroom reading budget.

1 2 3 4

C.3.b. Teachers participate in the goal setting, planning and evaluation of the inservice programs.

1 2 3 4

Avg. C.3 = total of C.3 responses _____ ÷ 2 = _____

Criterion C.4. There is a continuous program of staff development.

LEA objectives supporting this criterion:

C.4.a. The administration has formulated long-range goals and objectives for inservice programs for all professional and auxiliary staff.

1 2 3 4

C.4.b. An inservice training program is continuous and directed to groups within the staff where priority needs have been identified.

1 2 3 4

C.4.c. The school system encourages and provides funds for representation at professional conferences, meetings, workshops, and conventions.

1 2 3 4

C.4.d. There is a professional library of at least 25 current books and two periodicals on the teaching of reading available to teachers.

1 2 3 4

Avg. C.4 = total of C.4 responses _____ ÷ 4 = _____

Criterion C.5. The school system has a cadre of trained volunteer helpers.

LEA objectives supporting this criterion:

C.5.a. There is a qualified professional responsible for the direction, coordination and training components of volunteer reading helper programs.

1 2 3 4

C.5.b. All non-certified personnel (community members, student tutors, etc.) working with students in the school are trained in reading instruction and oriented to the school reading program.

1 2 3 4

Avg. C.5 = total of C.5 responses _____ ÷ 2 = _____

D. SELECTING AND UTILIZING MATERIALS

Criterion D.1. The school media center meets ALA-NEA standards.

LEA objectives supporting this criterion:

D.1.a. The school has a media center.

1 2 3 4

D.1.b. The media center contains at least 20 volumes per student.

1 2 3 4

D.1.c. The staffing of the media center meets the ALA-NEA standards.

1 2 3 4

D.1.d. The media center contain a wide variety of materials and equipment to meet the individual needs and learning styles of students.

1 2 3 4

Avg. D.1 = total of D.1 responses _____ ÷ 4 = _____

Criterion D.2. All textbooks and other materials are appropriate to the instructional level of the students using them.

LEA objectives supporting this criterion:

D.2.a. The readability level is determined by classroom and reading teachers of all books being considered for purchase.

1 2 3 4

D.2.b. All printed materials have been evaluated as to readability and this information is available to every teacher using them.

1 2 3 4

D.2.c. Teachers have access to a wide variety of textbooks and other instructional materials suitable to students' instructional levels.

1 2 3 4

D.2.d. Teachers use materials appropriate to the instructional level of each student.

1 2 3 4

D.2.e. Teachers encourage and assist students to select materials on their own instructional levels.

1 2 3 4

Avg. D.2 = total of D.2 responses _____ ÷ 5 = _____

Criterion D.3. Materials in both classroom and media center accommodate the varying learning styles of the pupil population.

LEA objectives supporting this criterion:

D.3.a. Materials in the classroom and media center are selected to assist teachers in teaching the major skills and concepts through a variety of modalities: auditory, visual, kinesthetic and/or tactile.

1 2 3 4

D.3.b. Materials in the classroom and media center are identified and indexed as to learning style.

1 2 3 4

Avg. D.3 = total of D.3 responses _____ ÷ 2 = _____

Criterion D.4. Materials in both classroom and media center are selected to accommodate the wide range of reading interests of the pupil population.

LEA objectives supporting this criterion:

D.4.a. Teachers use guidelines for the selection of all instructional materials with student interests as one criterion.

1 2 3 4

D.4.b. Teachers assess student interests and use them to plan programs.

1 2 3 4

D.4.c. Teachers use techniques, such as the establishment of interest centers, to stimulate student interests.

1 2 3 4

Avg. D.4 = total of D.4 responses _____ ÷ 3 = _____

Criterion D.5. The school system maintains a library of carefully selected and frequently updated professional media.

LEA objectives supporting this criterion:

D.5.a. The professional library contains at least 50 professional texts on reading and related areas.

1 2 3 4

D.5.b. The professional library contains at least 20 professional journals, reports, and guides that include reading.

1 2 3 4

Avg. D.5 = total of D.5 responses _____ ÷ 2 = _____

E. FOSTERING READING INTERESTS

Criterion E.1. The school reading program recognizes the importance of personal independent reading and promotes this type of reading in a variety of ways.

LEA objectives supporting this criterion:

E.1.a. Students are provided a minimum of 40 minutes per week for reading activities of their own choice on which they are not required to report.

1 2 3 4

E.1.b. Teachers spend a few minutes each day promoting independent reading in a variety of ways.

1 2 3 4

Avg. E.1 = total of E.1 responses _____ ÷ 2 = _____

Criterion E.2. The public library promotes reading among all segments of the population.

LEA objectives supporting this criterion:

E.2.a. The local reading director works cooperatively with the public librarian(s) to promote reading among all segments of the population.

1 2 3 4

E.2.b. The public library program is developed to provide for the wide range of reading interests in the community.

1 2 3 4

Avg. E.2 = total of E.2 responses _____ ÷ 2 = _____

THE NEW ENGLAND CONSORTIUM FOR THE RIGHT TO READ

LEA NEEDS ASSESSMENT REPORT

Directions

The LEA Needs Assessment Report is a record of the LEA responses to the Criteria of Excellence as indicated on the locally devised needs assessment instrument. The purpose of the report is to graphically depict a profile of the LEA's position in respect to the individual Criteria and to project an average rating in each of the five areas for purposes of detecting whole areas of relative strength or weakness.

The report is to be completed as follows:

1. Circle a number, 1 (lo) to 4 (hi), beside each criterion statement, that corresponds to the response for that item on the needs assessment instrument. For example, #1 would represent the lowest rating on the Likert Scale, such as "never" or "0-25 percent". By the same token, #4 would represent the highest rating such as "often" or "many" or "76+ percent".

2. Draw a profile by connecting the circled response within each of the five areas. (This will produce five unconnected profiles)

3. Add together the circled numbers within each area and divide that sum by the number of Criteria in that area (find the average for each area). These averages are used only to get an overall perspective of the program.

4. List all the Criteria that fall in the two lower quartiles (those for which you circled "1" or "2".) Working with the system-wide reading task force, prioritize this list of needs. Develop a rationale for the order in which you have listed your priorities.

5. Decide how many items in the priority list will be worked on during the first year.

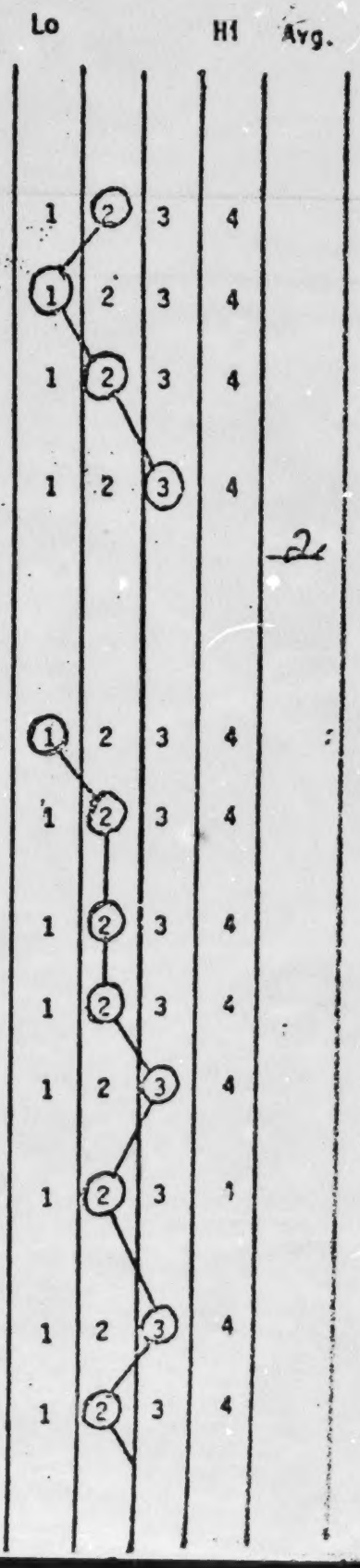
6. Select the item of highest priority and do a force field analysis of it.

A sample of the way the report may look when completed follows:

A. Community and School Climate.	Lo			Hi	Avg.
1. The whole school atmosphere	1	2	(3)	4	
2. The entire community views.....	1	(2)	3	4	
3. The entire community actively supports..	(1)	2	3	4	
4. The classroom climate.....	1	(2)	3	4	
Average climate = 8 ÷ 4 =					2

NEW ENGLAND CONSORTIUM FOR THE RIGHT TO READ

LEA NEEDS ASSESSMENT REPORT


Lo
Hi
Avg.
A. Community and School Climate
1. The whole school atmosphere reflects commitment to the importance and enjoyment of reading..... 1 2 3 4
2. The entire community views reading as an important activity in each individual's life... 1 2 3 4
3. The entire community actively contributes to and supports the school reading program..... 1 2 3 4
4. The classroom climate reflects respect for and support, by both teacher and pupils, of each individual child's progress in reading.... 1 2 3 4
Average climate = 8 ÷ 4 = 2
2
B. Organizing and Managing a Reading Program.
1. There is articulation and coordination of the reading program throughout all the administrative units of the school system..... 1 2 3 4
2. A continuous progress organization of the reading program is in operation..... 1 2 3 4
3. The organizational patterns within classrooms and in the school as a whole meet the needs of all segments of the school population..... 1 2 3 4
4. The language arts program is integrated, each component supporting all other components..... 1 2 3 4
5. The reading program recognizes and accommodates the needs of sub-populations..... 1 2 3 4
6. All content area teachers are teaching these skills necessary to the effective reading of their own instructional materials..... 1 2 3 4
7. The evaluation component of the reading program provides the data necessary for describing the current status of achievement in reading and measuring progress..... 1 2 3 4
8. The reporting system is designed to interpret a child's reading progress to his parents..... 1 2 3 4

LEA NEEDS ASSESSMENT REPORT CONT'D.

B. Organizing and Managing a Reading Program Cont'd.

9. The school system has a program of education for parents (or other adults responsible for children) with special emphasis on parents of preschoolers..... 1 2 (3) 4

10. The school system provides reading instruction for adults..... (1) 2 3 4

Average org. and mgmt. = 21 ÷ 10 = 2.1

C. Staffing a Reading Program.

1. The board of education has designated someone within the school system who has the central office support, responsibility, and time for the development and maintenance of a quality reading program..... 1 2 3 (4)

2. The board of education actively seeks candidates with preparation in the teaching of reading when filling new positions..... 1 2 (3) 4

3. The local board of education has established an incentive program for teacher inservice education in reading..... 1 2 (3) 4

4. There is a continuous program of staff development..... 1 2 (3) 4

5. The school system has a cadre of trained volunteer reading helpers..... (1) 2 3 4

Average staffing = 14 ÷ 5 = 2.8

D. Selecting and Utilizing Materials.

1. The school media center meets the ALA-NEA standards..... 1 2 (3) 4

2. All textbooks and other materials are appropriate to the instructional level of the students using them..... 1 (2) 3 4

3. Materials in both classrooms and media centers accommodate the varying learning styles of the pupil population..... 1 (2) 3 4

LEA NEEDS ASSESSMENT REPORT CONT'D.

D. Selecting and Utilizing Materials Cont'd.	Lo	2	3	Hi	Avg.
4. The materials in both classrooms and media centers are selected to accommodate the wide range of reading interests of the pupil population.....	1	(2)	3	4	
5. The school system maintains a library of carefully selected and frequently updated professional media.....	1	2	3	(4)	
Average materials = 13 ÷ 5 =					2.6
E. Fostering Reading Interests.					
1. The school reading program recognizes the importance of personal independent reading and promotes this type of reading in a variety of ways.....	1	2	3	(4)	
2. The public library promotes reading among all segments of the population.....	1	2	(3)	4	
Average Reading Interest = 7 ÷ 2 =					3.5